THE MOUNT

Mount St. Mary's College Magazine • Los Angeles • Winter 1997

Outstanding Alumnae Awards

Woman of the Year

Climbing with Confidence

Weekend College Anniversary

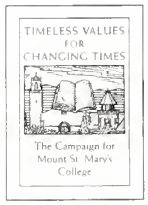
Birthday Benevolence

You never know who might be a benefactor.

Conventional wisdom says the most likely person to donate to a college is an alumnus, but we had a big surprise this fall when dozens of people created a new endowed scholarship...and only one is an alumna.

The "Connie Scholarship" honors Connie Hughes Cole Chaplar on the occasion of her 90th birthday and establishes a $60,000 living legacy to help future students at Mount St. Mary's where many of Chaplar's seven children, 21 grandchildren, 25 great-grandchildren and more than 15 nieces and nephews are actively involved—Academic Vice President Jacqueline Powers Doud and husband Robert, are Mount Associates; Trustee Roger Hughes and wife Katharine are both Regents; Regents James and Sheila Cole; Mount Associate Nancy Powers Johnson and alumna Helene Hudson Powers '60.

Here's to birthday surprises...and many, many more!



To create a scholarship, call
MSMC Institutional Advancement at (310) 954-4090.

THE MOUNT

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MANAGING EDITOR
Jill Perry

ASSOCIATE EDITOR
Joy Jacobs

CONTRIBUTING WRITER
Laura Zaragoza

ALUMNAE EDITOR
Heidi Hurskainen Robertson '94

DESIGN
Hutson San Luis

PHOTOGRAPHY
Patrick Knisely
Glenn Marzano
Rick Mendoza
Montely Williams

PRINTING
Pace Lithographers

EDITORIAL ADVISORY BOARD
Carla Bartlett
Sister Annette Bower '59
Heidi Hurskainen Robertson '94
Sister Joseph Adele Edwards '58
Jeanne Redell Ruiz '63
Reverend George O'Brien
Lena Rivkin
Mariette Sawchuk

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To conact the editor or submit a story idea, write to Jill Perry, Public Relations Director, Mount St. Mary's College, 12001 Chalon Rd., Los Angeles, CA 90049. Or send your idea by e-mail to jperry@msmc.la.edu, or call (310) 954-4084.

Class Notes news should be mailed to Alumnae Relations at the same address or e-mailed to jruiz@msmc.la.edu.

Mount St. Mary's College is a Catholic liberal arts college, primarily dedicated to the education of women and nationally recognized for programs enabling minority and under-prepared students to succeed.

THE MOUNT

MOUNT ST. MARY'S
ARCHIVES

CONTENTS

Rosemary Lucente

A state senator recognizes this amazing principal for her dedication to her inner-city school.

PAGE 8

Climbing with Confidence

Women's college graduates have a step up on co-ed college peers.

PAGE 10

Five Fulfilling Years

Weekend College celebrates five years of helping adult learners reach their goals.

PAGE 15

ON THE COVER: Alumna Shelli Weekes '84 credits her career success to her Mount experience. See why her fellow alums agree, page 10. PHOTO BY RICK MENDOZA

My Turn **2**

Mount Scenes **3**
Applause 3
Bridges 4
Applause 5
Campaign Update 7

Alumnae News **17**
Class Notes 20

A Look Back **21**

Save the Date . . . . . **back cover**

C.S.J. Charism Impact on Mount St. Mary's College

Edited from the fall Convocation address by Sister Kathleen Kelly C.S.J. Vice President for the Doheny Campus

In the classroom and behind the scenes, the influence of the C.S.J.s on the Mount experience has always been pervasive, from Sister Rose Gertrude Calloway in the 1950s to Sister Joseph Edwards today.

The charism of unity and reconciliation of the Sisters of St. Joseph has profoundly affected the congregation's development and the growth of communities where the Sisters serve.

The charism, defined as the spirit of the congregation, as expressed in our order's Constitution, states that "the Sister of St. Joseph moves always toward love of neighbor without distinction, from whom she does not separate herself and for whom in the following of Christ, she works in order to achieve unity, both of neighbor, with neighbor, and neighbor with God."

The Sisters of St. Joseph originated in Lepuy, France, around 1660 and were dedicated to "the practice of all the spiritual and corporal works of mercy of which woman is capable and which will most benefit the dear neighbor." Sisters were put to death during the French revolution and one of those imprisoned was spared when Robespierre fell from power.

RESPONDED TO CITY'S NEEDS

Thirteen years after the revolution, that woman, Mother St. John Fontbonne, re-founded the community in Lepuy, and thus emerged the first group of women religious to be unbound by convent walls. They were instructed to divide up the city and respond to its needs.

As the early Sisters analyzed the needs, there were certain works they began to emphasize: work with the sick, the poor and especially with women. At that time in 16th century France, the position of women was one of absolute dependence; their choices were to marry, enter the convent or, if they had no family to support them, become prostitutes.

And so began the teaching of lace-making to poor women. The important aspect of this endeavor is not that the Sisters taught lace-making, but why. Their goal was to free women from oppression, to enable them to gain self respect, to teach them an independent means of livelihood, and, in a certain sense, to challenge the system of male domination so that women could become free and whole human beings.

FROM FRANCE TO AMERICA

The charism of the Sisters was carried to America from Lyons in 1836. Again, responding to a need that was not being met, they founded the St. Joseph's Institute for the Deaf in St. Louis in 1837, a school internationally recognized for its excellence.

In 1843, the Sisters began an elementary school for freed African-Americans, and endured a great deal of racial prejudice as a result.

During the 19th century, the Sisters also worked with the Native Americans in Missouri and Arizona where they helped the Indians to take charge of their lives—men tended their fields and women were taught to use the sewing machine

(Continued on page 16)

Alums' Top Priorities Change, Survey Says

Alumnae have traditionally ranked raising a family as "personally essential or very important" in the annual Alumnae Survey, but that trend changed with this year's results.

The most recent survey went to the classes of 1986, 1991 and 1994 and resulted in a significant change in personal values. The top value for the classes of 1986 and 1991 was "developing a meaningful philosophy of life," and for the class of 1994, it was "having a successful career." "The desire to help others who are in difficulty" also ranked high among the three classes, while the desire to have a family slid to fourth on the list.

Forty-eight percent of those who received the survey responded and more than two-thirds of those were very satisfied with their academic experiences at the Mount. Sixty-four percent felt that attending a women's college was a valuable experience.

A large number of alums believe the Mount greatly enhanced their ability to evaluate moral or ethical issues, acquire new skills and knowledge on their own, problem-solve and relate to people from other cultures. Respondents last year and this year agreed they needed more preparation in mathematics.

The greatest number of respondents work in health care fields; careers in education and business are next on the list. Of these alums, 45 percent speak a foreign language at work—92 percent of those speak Spanish.

Monograph Helps Teachers Combat Intolerance

PrismPublishing, the publishing arm of Mount St. Mary's, introduced a new monograph this fall that is geared toward educators. It provides a program model for teaching tolerance and

(Continued on page 5)

For bringing classical music to life for audiences of all ages, Dr. MaryAnn Bonino '61, founder of the Da Camera Society at Mount St. Mary's, was honored with the Jack Smith Community Enrichment Award by the Historical Society of Southern California in September.

Named for the beloved Los Angeles Times columnist who died in 1996, the award honors Bonino for making classical music more accessible and better understood by the people of Los Angeles.

The Chamber Music in Historic Sites program she created in 1980 continues taking chamber music into places it has never gone before—train stations, merry-go-rounds, planetariums and mansions. In this way, the music and the place enhance each other. Da Camera also offers family programs to encourage a love of music in children.

Sister Seeks Social Justice Worldwide

By Margaux De Leon '01

Her home country has just been split apart by civil unrest, but Sister Christine Mbeya Mabonzo '93, seeks to be a source of understanding and peace.

Mabonzo, a member of the Missionary Sisters of the Immaculate Heart of Mary, is originally from the former Zaire, now renamed the Congo. She can regularly be seen in Los Angeles Unified elementary and junior high classrooms speaking to students about her culture. The visits are coordinated by the Claremont Graduate School's "World of Cultures" program which is dedicated to increasing cultural awareness.

In honor of her work, Mabonzo recently received Claremont's Margaret Regan Memorial Award which recognizes outstanding international women students.

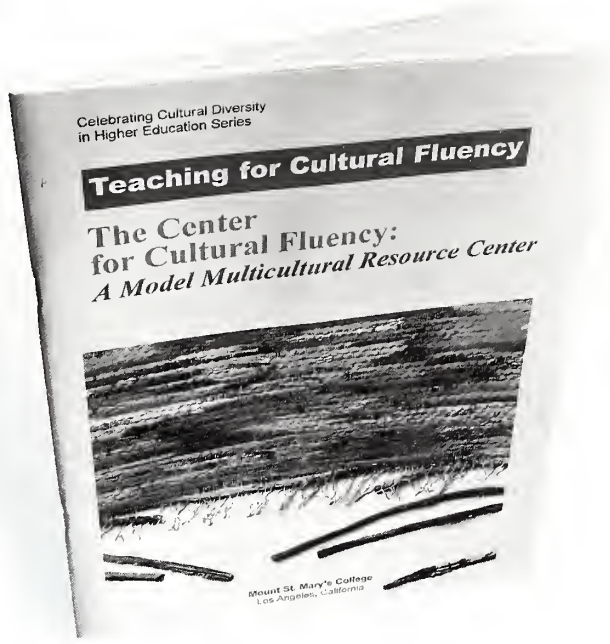
Mabonzo says her awareness of social justice issues was kindled at the Mount where she earned a master's degree in religious studies. She is now working on a doctorate in religion at Claremont and also holds a bachelor's degree from the Catholic Faculty of Theology in the Congo.

At Claremont, she has devised her own course of study which combines theological women's studies, religion and psychology. When she graduates in May 1999, she will teach in Africa or at Claremont University. Her two key goals are to work with children and women.

"If we lose young people, we lose the world," she says. She intends to find "meaningful and practical ways of building bridges between African women and the women of the world in our common struggle for human dignity, equality, social justice and freedom." She also wants to assure young women worldwide that they are equal to men and can achieve whatever they set their mind to doing.

GLENN MARZANO

"Teaching for Cultural Fluency" ...offers a realistic approach for those seeking to help young people become culturally fluent by moving comfortably among cultures and seeing diversity as a vehicle for growth.



(Continued from page 3)

appreciation of cultural diversity in education.

"Teaching for Cultural Fluency," written by former faculty members Nancy Taylor and Mariette Sawchuk, offers a realistic approach for those seeking to help young people become culturally fluent by moving comfortably among cultures and seeing diversity as a vehicle for growth.

It explains how to develop a center where teachers can become acquainted with multicultural resources in their communities, explore materials, and plan strategies for developing cultural fluency in themselves and in their students.

Also included in the guide are sample seminars, examples of teacher projects and ideas for forming connections among educators at all levels and with members of various ethnic communities.

The model is based on the Mount's Center for Cultural Fluency which is a conduit of multicultural resources for Los Angeles public and private school teachers seeking to develop cultural fluency in their students.

The Center also provides teachers with opportunities for professional development through its sponsored workshops and forums. Located at the Doheny Campus, the center has drawn more than 500 teachers, including visitors from as far away as Spain and Nigeria.

In addition to "Teaching for Cultural Fluency," **Prism**Publishing's "Celebrating Cultural Diversity" series includes two videos and three monographs which explore the challenge of responding to America's changing demographics. The cost for "Teaching for Cultural Fluency" is $16. For more details, call **Prism**Publishing in the Mount's Public Relations Department, (310) 954-4086, or e-mail Laura Zaragoza, public relations associate, at lzaragoza@msmc.la.edu.

Kennelly Named to National Boards

Sister Karen M. Kennelly, president, was named to the boards of several national organizations recently.

She joined the Los Angeles Regional Board of the United States Holocaust Museum. The local board is comprised of members who create a greater awareness of the Washington, D.C., museum.

"As a regular visitor to the Holocaust Memorial Museum, I look forward to participating in interfaith efforts toward understanding the museum's purpose, which regional membership

(Continued on page 6)

Katy Murphy, executive director of enrollment, has been awarded the prestigious Human Relations Award by the Western Association for College Admission Counseling for her exemplary effort in encouraging and supporting traditionally underrepresented students in the transition from high school to college.

Presented annually, the award was founded to recognize professionals in the college admissions field who are advocates for equal opportunity and who promote affirmative action and access to higher education in California.

Murphy has worked in admissions since 1978 and has been associated with Mount St. Mary's since 1992. She is a past president of the Western Association for College Admission Counseling and received its Service Award in 1990. She was the founding chair of the Orange County National College Fair, coordinator of the President's Council for the National Association for College Admission Counseling and has served on the Los Angeles National College Fair Committee since 1990.

(Continued from page 5)

will make possible," Kennelly says.

Kennelly also has been named to the boards of the American Council on Education, the nation's umbrella higher education association, and to the National Association of Independent Colleges and Universities, the principal legislative organization for independent educational institutions.

She is an active member of the boards of directors for the Association of Catholic Colleges and Universities and the Association of Independent California Colleges, and serves as an Ex corde Ecclesiae Committee member of the National Conference of Catholic Bishops. Ⓜ

Fabulous 40th

Annual Fund Turns 40

When: 1957

What: The Annual Fund was born.

Why: Bake sales didn't bring in enough money to help support the College.

Who: Eloise Helwig '51 served as the first chair.

How much raised in 1957: $3,301

How much in 1997: $342,114

Who donates: Alumnae, parents, faculty, staff and friends.

Where: Donations go toward scholarships, maintenance, community outreach and general operating expenses.

How do I donate? Call (310) 954-4094 Ⓜ

Horizons Day Highlights

Dr. Helen Astin, above, associate director of the Higher Education Research Institute at UCLA and former Mount Trustee, presents the Horizons Day keynote address Sept. 24 on "Leadership for Social Change" to students, faculty and staff in Carondelet Chapel. Students, below, participate in a couple of the 36 round-table discussions at the Interactive Exposition in the Campus Center on the Chalon Campus.

GLENN MARZANO

The windows are in, the roofs are being tiled and several other finishing touches are taking place as the Sister Magdalen Coughlin Learning Complex nears completion on the Doheny Campus. Some staff may be moved into the offices in March 1998. The dedication ceremony will take place April 23 with a book fair and dinner with well-known authors. For details, call (310) 954-4090.

Campaign Update

■ Simultaneous classes at Chalon and Doheny through electronic technology and virtual office hours to assist students online. Is this the "Jetsons" or Mount St. Mary's College?

Thanks to the **James Irvine Foundation**, Mount St. Mary's will take a giant leap into technology over the next three years and offer more to students while consolidating administrative tasks.

The Foundation awarded the Mount $475,000 for administrative and academic restructuring through the use of technology. The funds will establish a three-year program to train faculty and staff; create teleconferencing between campuses; and expand the use of technology in the registrar's, business and career planning offices to reduce duplication of services on both campuses.

■ Mount St. Mary's has been selected as one of three institutions nationwide to receive the 1997 **Pew Leadership Award** for the Renewal of Undergraduate Education, and is receiving a $250,000 grant to integrate technology into the teaching/learning process in its undergraduate program.

The College was chosen from a national competition in which portfolios from nominated institutions were reviewed and evaluated by a distinguished jury.

■ The **Sullivan/Kelly Family Trust** has pledged $25,000 for the 24-hour study room in the Sister Magdalen Coughlin Learning Complex Library to be named for Mary and Frank Kelly, the parents of Sister Kathleen Kelly, vice president of the Doheny Campus.

■ Mark and Claudia Foster, who oversee the **Moira Byrne Foster Foundation**, named for Mark Foster's mother, have pledged $25,000 in the name of the Foundation for a fountain that will be placed in the Coughlin Complex courtyard.

■ The **William Hannon Trust** has added $100,000 to the Eugenie B. Hannon Scholarship Fund for nursing majors. The fund provides students with $1,000 a year.

■ The **Weingart Foundation** has established a $2.5 million conditional challenge grant and will donate $250,000 toward that amount to Mount St. Mary's for new technology on both campuses. Including the Weingart Foundation's contribution, the College has raised $1.57 million toward the goal. According to the terms of the challenge, the College must raise the remaining $925,845 by April 15, 1998. If you would like to help the College meet this goal, call Kathleen O'Neill at (310) 954-4096.

■ The **Clare Booth Luce Program for Women in Science** has donated $25,000 for biology scholarships in 1998-99.

■ The **Johnson and Johnson Foundation** has once again helped to fund the Mount St. Mary's College Student Ambassadors Program in Mar Vista with a $5,000 grant to establish a peer-mentoring program.

■ The $40 million comprehensive capital campaign for Mount St. Mary's College concludes in December 1999. To participate, call (310) 954-4080.

Current Progress Toward Campaign Goals

CATEGORY	GOAL	CASH/PLEDGES AS OF OCT. 31,1997	BALANCE NEEDED
Facilities	$ 22,100,000	$ 14,112,909	$ 7,987,091
Financial Aid Resources	$ 9,500,00	$ 5,634,592	$ 3,865,408
Academic Program Renewal	$ 4,200,000	$ 6,625,398	($ 2,425,398) GOAL EXCEEDED
Annual Fund Growth	$ 4,200,000	$ 3,228,121	$ 971,879
Total Goal	**$ 40,000,000**	**$ 29,601,020**	**$ 10,398,980**

A principal wit

Leader Devoted to Inner-City School Named Woman of the Year

"I don't see myself as an exceptional person. I enjoy what I do, I love my Figueroa Street family and am just doing my job," says **Rosemary Lucente** '56 when asked how she feels about being named 1997 Woman of the Year by State Senator Theresa Hughes.

RICK MENDOZA

A teacher and educator since 1956, Lucente has served as a teacher trainer, assistant principal, principal and director of instruction in Los Angeles-area schools from Bel Air to South Gate. But it is Figueroa Street School that keeps her busy these days. "I appreciate being in South Central," says Lucente. "The children who live here are in need of extra support, and I really feel like I make a difference."

And make a difference she has. In her four years as principal, Lucente has implemented: school beautification; Science Cadre, which exposes students to hands-on science; GATE, a gifted program which has grown from zero to more than 65 students; Figueroa Dance Club, which develops the talents of students through African dance; and curricula that have aided in redesignating 35 Latino students to English fluency this year alone.

Children are Her Priority

"The children are my priority," she adds. "I want my students to look forward to coming to school and getting involved in extra-curricular activities." Lucente and her staff have worked hard to maintain an environment where the students see their school as a safe haven. They created a "Safe School Zone" and numerous nearby homes are designated "Safe Homes"—places where the children can go if they feel in danger.

"There are problems," Lucente concedes. "But I feel the media often reports more of the negative things that happen in this community than the positive." She is referring to the mass publicity surrounding the accidental shooting of Alfredo Perez, one of the fifth grade teachers at Figueroa Street. In February 1996, Perez was struck in the head by a stray gang bullet while seated in front of his class in the library. While Perez is not yet back to work, he has regained some movement on the left side of his body; he can read, write and speak, and is able to walk with the aid of a cane. "God has saved him for us," says Lucente. "It is truly amazing to see the miracle of his recovery taking place."

But in a time when "drop drills"—the name for the duck-and-cover routine children are taught to avoid being struck by such stray gunfire—are standard practice in inner-city schools, are there different coping techniques for principals and staff, as well? "I don't believe I run my school much differently than a principal in a rural district would. No matter where they live, kids need the same skills for survival in the real world: preparation for higher education, computer literacy and self-esteem," she says.

Lucente credits the training she received at Mount St. Mary's College—where she earned both her bachelor's and her master's in education—for giving her the solid educational foundation she needed to follow her dreams. "It is only through the faith and support of my family and the Mount that I've been able to have such success." But she is quick to add that she doesn't see herself as unique. "I feel I'm representative of all educators who work hard for their students."

h lots of interest

By Heidi Hurskainen Robertson '94

"No matter where they live, kids need the same skills for survival in the real world: preparation for higher education, computer literacy and self-esteem."

RICK MENDOZA

Mount Alums Stride A Step Ahead of Coed College Peers.

Climbing with Confid

It was the shoes.

Young, eager Mary Anne Sterling Houlahan had been at a well-known Los Angeles brokerage firm only three months when her boss handed her his shoes and told her to get them shined.

Some women would have feared for their jobs and followed orders. Houlahan didn't.

"I told him I was not his wife and that I managed the marketing communications department at the company," Houlahan recalls. "I said he better find somebody else to do it."

Defining moments in careers come at the most unexpected times. Where did Houlahan get the confidence to stand up to her boss? She attributes it to the values and confidence instilled in her at Mount St. Mary's College.

"Mount St. Mary's gave me that ability and poise," says Houlahan '75. These qualities helped her rise to the top. She is now a senior vice president who heads the strategic planning and marketing division for a national financial service outsourcing company.

While any college education will give a woman knowledge, studies reveal over and over that a women's college education is different. Its graduates are a step ahead of their coed college peers in terms of their confidence, leadership skills and bond with their alma mater.

Confidence

Lucky Altman noticed this difference immediately. After attending five coed colleges in Southern California, she felt more confident in class at the Mount than anywhere else. "The difference was feeling free to speak up and give my opinion. At Mount St. Mary's I had a sense of freedom, of not being judged," says Altman '91, who earned a master's in religious studies from the Mount.

By Jill Perry with additional reporting by Joy Jacobs and Laura Zaragoza

PATRICK KNISELY

ence

"Attending a women's college gives you time to focus on what you are and what you want to do when you get out into the world. It also gives you confidence because classes are small and you have the full attention of the teachers. It makes you feel launched and ready to do well after school."

Grace Wu Lenahan '64
independent financial services manager
specializing in [illegible]

RICK MENDOZA

This confidence remains even after graduation, according to alums. But are these graduates confident merely because there aren't any men in their classes? No, they say the self-assurance builds from a foundation laid by the faculty and founders of the College who teach the importance of hard work and being heard.

"At the Mount you're not allowed to do sloppy work because you've been taught by these successful professional women who were always prepared," says Margaret Antczak '75. "I look at what the Sisters of St. Joseph of Carondelet have done at the College way before the talk of glass ceilings, long before other women were talking about accomplishments in their careers, and it helps you gain confidence in yourself."

The faculty takes an active hand in helping students through the transformation that occurs while they are at the Mount. Shelli Weekes '84 says she was even warned that she would go through a metamorphosis.

"I remember Cheryl Mabey '69 (director of the Women's Leadership Program) telling me that I would learn how to be more assertive in my approach to business situations. She told me that what I had to say had value," says Weekes.

It is this strong tie between students and faculty that creates a bond between women's college graduates and their institutions that coed colleges can't match.

In fact, a national survey found that women's college graduates reported a greater level of satisfaction with their colleges, than did their coed college graduate peers. In a study of 1,016 women who graduated from 20 women's colleges and 30 coed colleges, satisfaction levels soared for women's college graduates. Sixty percent of female coed college graduates said they were pleased with their education while 80 percent of women's college graduates expressed contentment.

And the reasons all come back to faculty, says Dr. Emily Langdon, who conducted the study. Langdon, a former Mount St. Mary's College student activities director, is now associate dean for Leadership, Service and Involvement at St. Norbert College in DePere, Wis. She found that faculty was the strongest correlation between these graduates and their level of satisfaction. "Faculty at women's colleges take women and people of color seriously," she says.

Langdon's study showed that for women's college graduates feedback from the faculty was critical in producing their drives to achieve, and their leadership after graduation was intimately tied with their opportunities to participate in activities in college.

Leadership

One alum explained that students at women's colleges lead by default because there aren't any men to lead. But it is more than that. Women's college students are encouraged to look to themselves for solutions and implement them as a learning experience.

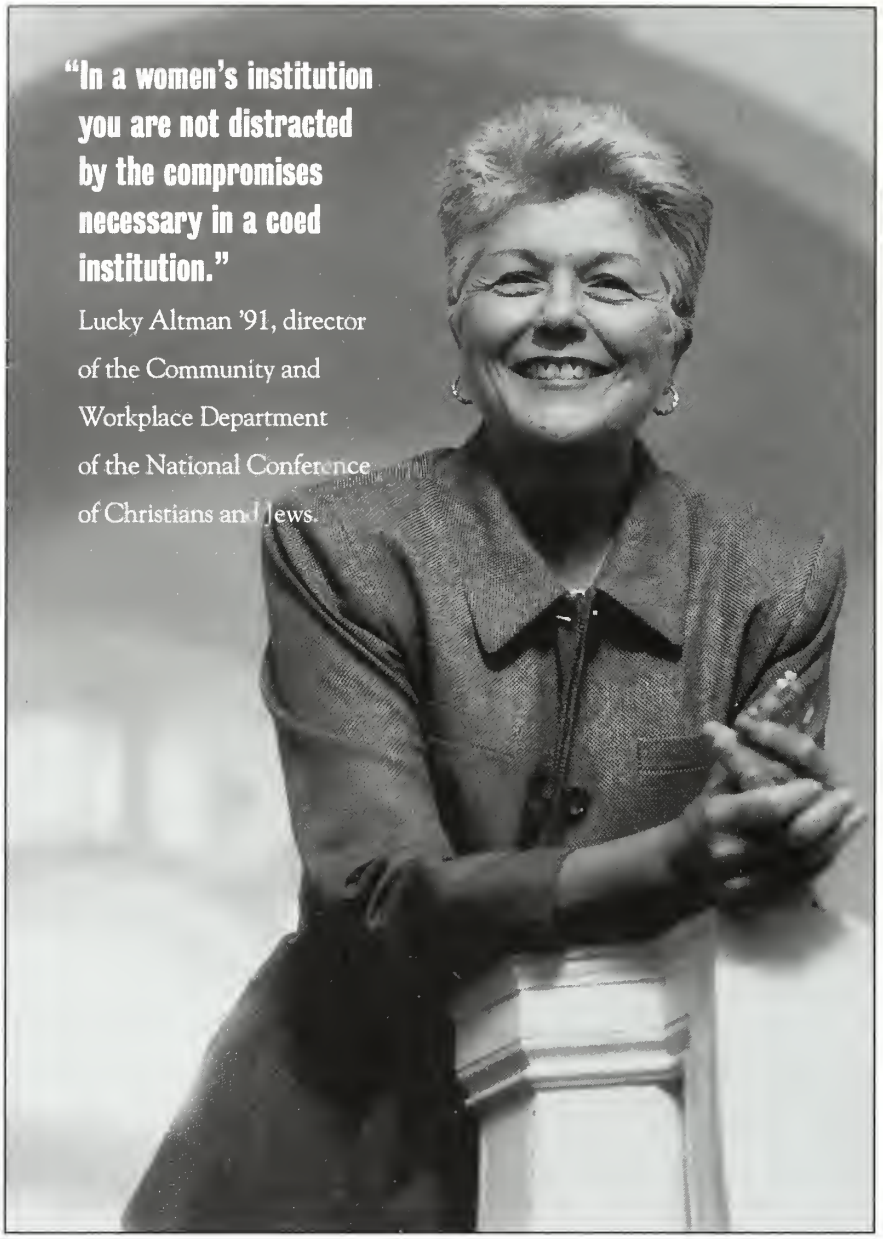
"Women are the priority, and that is not the case anywhere else. The only mission of the women's college is to advance women," said Women's College Coalition director Jadwiga Sebrechts in a recent Christian Science Monitor article on a rising interest in women's colleges.

So these women receive more encouragement to be student body president, to lead a club or coordinate a food drive than their peers at coed colleges do. And these experiences provide a strong base of knowledge and confidence in leadership situations that are a big help in the real world.

In fact, women's college leaders are all around us in places we may have never realized. Hillary Rodham Clinton, a Wellesley grad, is probably the most prominent, but 19 percent of the 59 women in Congress are women's college graduates. Additionally, one of every

Women's college alumnae

Hillary Rodham Clinton, First Lady of United States, **Wellesley**
Margaret Mead, Anthropologist, **Barnard**
Julia Child, Food Author, **Smith**
Marian Wright Edelman, Founder of Children's Defense Fund, **Spelman**
Donna Shalala, Secretary of Health and Human Services, **Western College for Women**
Gloria Steinem, Co-founder of Ms. Magazine, **Smith**
Wendy Wasserstein, Playwright and 1989 Pulitzer Prize winner, **Mount Holyoke**
Carol Belt Weaver, NASA Astronaut, **Cottey**
Barbara Walters, ABC-TV Broadcast Journalist, **Sarah Lawrence**
Melissa F. Wells, United Nations Undersecretary-General, **Mount St. Mary's College**, Los Angeles
Anna Quindlen, Pulitzer Prize Winning Columnist of the New York Times, **Barnard**
Eudora Welty, Pulitzer Prize Winning Writer, **Mississippi University for Women**
Twyla Tharp, Dancer and Choreographer, **Barnard**
Claire T. Roberson, President and CEO of Goodwin Institute for Cancer Research, **St. Mary-of-the-Woods**
Adrienne Vittadini, Fashion Designer, **Moore College of Art**
Ruth M. Owades, Entrepreneur, one of 10 most admired women managers, **Scripps**
Jane Harman, Congresswoman, **Smith**
Deanna D. Suilman, High Tech Inventor, **College of St. Benedict**


"In a women's institution you are not distracted by the compromises necessary in a coed institution."
Lucky Altman '91, director of the Community and Workplace Department of the National Conference of Christians and Jews.

RICK MENDOZA

seven women cabinet members in state government attended a women's college and one-third of the women board members of a recent Fortune 100 list of companies are women's college graduates.

Many Mount alums say the leadership skills and confidence they attained in college helped them move up the corporate ladder faster than their coed peers.

"I know I did," says Houlahan, whose personal drive and education make for a successful combination in the securities field.

Weekes says her ascent up the ladder, her longevity and assertiveness are all due to her Mount education. Weekes earned a bachelor's degree in English and is now senior departmental employee relations representative for the Los Angeles County Fire Department. "I felt I was much more assertive than my co-workers who went to coed schools. I was able to survive. The women I started working with left, but I've moved up the ladder pretty fast."

In the Company of Men

Moving up in the working world often means that women are competing against and working alongside men, which is a new experience for some. But alums like Antczak, who works in human resources at the Los Angeles Archdiocese, says gender should not cause a woman to head into the workplace with a negative idea of what it will be like to work with men.

"You don't go in with a chip on your shoulder that I'm a woman in a man's world. You go in with a professional attitude," she says. "In a top-down, mostly male dominated field, it's not comfortable sometimes, but when something needs to be said, I will say it. Just because someone is male or female does not mean they have my respect, they have to earn it."

Working beside men meant that Grace Wickersham '69 looked at the opposite gender with new eyes. "In terms of dealing with men, it was difficult after college because at the Mount you met men on dates and that was it. It was an oddity being around men at work," says Wickersham who started out in tax accounting and is now an independent financial consultant specializing in bank start-ups.

Lisa Gigliotti has found that her poise and talent bring out an interesting reaction in men. Gigliotti a 1984 graduate of Mount St. Mary's who is now an attorney, policy advisor and senate committee counsel for the Michigan State Majority Policy Office, finds that she doesn't have to speak loudly or argue aggressively to gain the respect of those in the courtroom. In fact, her male colleagues seem to appreciate her even temper in ways that she never anticipated. "I've had men come up to me and tell me that they admire my confidence."

Whether it is self-confidence or leadership skills that young women are looking for today, many have found it at a women's college. In fact, over the last five years, there has been a surge of interest in the nation's 82 women's colleges where 85 to 90 percent of them are reporting a steady rise in applications.

While there is a great diversity in the educational programs offered in each of these institutions, they hold to a common commitment best explained by one women's college dean: "Women's colleges don't offer equal opportunity for our students; they offer every opportunity."

Five Fulfilling Years for Weekend College

RICK MENDOZA

Franklin Goodman has a brand new career; education sparked new interests for former firefighter Andy Gippetti; and Ruth Daily's dream came true after 57 years. All three were searching for new meaning in their lives and each one found it at Mount St. Mary's Weekend College which marks its fifth anniversary this year.

Goodman '95 is the quintessential Weekend College student. After a 15-year career as a salesman for Coca-Cola, he wanted a degree to advance in the company, but he got more than he bargained for. "In the very back of my mind I always thought about teaching, but it wasn't until my advisors encouraged me to look into education as a profession that I saw the possibility," he says.

Inspiring Faculty

Today, he teaches sixth, seventh and eighth grades and coaches football, baseball, basketball and track after school in Compton, and loves every minute of it. In the evening he attends classes on the Doheny Campus in the credential and master's degree in education programs where he finds the instructors and advisors "just as inspiring as the ones at the Weekend College."

Not only has the Weekend College been a center of transformation for its students, but it has had a metamorphosis of its own, as well. It was founded in 1992 on the premise that working adults should have an opportunity to earn a bachelor of arts or bachelor of science degree while attending classes on non-consecutive weekends 18 times a year. "When we started, we hoped to have 50 students, but we had 92—today our enrollment is 270," says director of the Weekend College, Merrill Rodin.

Demographically Diverse Students

The majority of those students have been in middle management and need a bachelor's degree to advance in their careers. They run the gamut demographically—ages range from 20s to 70s, they represent every major ethnic group in California, and, because of the Weekend College format, they don't have to live nearby, so some have actually commuted from Washington, D.C., Alaska and Utah.

But why fly all the way from D.C.? The Weekend College offers students prospects they never considered. Katherine Whitman, associate professor of business administration, says she is amazed at how many students enroll to move up in their present careers, but along the way, find new opportunities for changes in their lives and entirely new professions.

Andi Gippetti '97, for example, was a firefighter and paramedic in New York before he was transferred to Los Angeles and decided he needed something more. He had always wanted to attend college, but his long, irregular hours made it impossible. "When I enrolled in the Weekend College, I was terribly scared because it had been 20 years since I had been in a classroom," he says.

Transformation

Currently a field engineer for a biomedical company, Gippetti credits the Mount for filling the void in his life. "The instructors drastically changed me; they built up my confidence, made me feel important and taught me that I could do anything." A liberal arts major, he eventually plans to attend graduate school and is considering a career in

(Continued on page 16)

By Joy Jacobs

Weekend College

(Continued from page 15)

computer technology or video production.

Just as the students grow, so has the program, according to Rodin. "The number of class offerings has tripled since the first semester and our staff has increased from two to five to provide support to students 60 hours a week. Our coeducational program has seen more than 175 students earn baccalaureate degrees, and more than half of them are attending graduate school or intend to in the future," he says.

Jackie Doud, academic vice president and dean of the faculty, believes the Weekend College will continue to build on its success because of the faculty and staff. Additionally, as more adults seek to begin or complete college degrees, Doud says they'll choose Mount St. Mary's because it offers the only four-year liberal arts degree program on the weekend in the Los Angeles area.

That was exactly what Ruth Daily '97 majored in when she enrolled after a 56-year respite. Daily attended the Mount in 1941, but left after one semester due to illness. "I always wanted to finish my education, so when I heard an announcement on the radio for the Mount's Weekend College I immediately called my daughter, Stephanie De Cou McMahon '73, and she told me to go for it."

Fulfilling Dreams

Daily boasts that at 72 she is the eldest graduate of the Weekend College to date. A docent for the Los Angeles Zoo and the Los Angeles County Museum of Art, and president of her square dance club, the busy alum does not intend to start a new career. "I just wanted a degree for my own satisfaction and to keep up with my children," she says.

The Weekend College's own ambitions are endless. Andi Ackerman, assistant director of the program, points out that students recently have begun to bond and discuss their work through e-mail and that in the not too distant future, supplemental programs may be provided with distance learning classes.

But most students would probably agree that these advances cannot replace the qualities of the program they appreciate most: the convenient schedule, the spirit of learning in the classroom and the Weekend College instructors and administrators who are knowledgeable and sensitive to the needs of working adults. Ⓜ

C.S.J. Charism

(Continued from page 2)

to earn a livelihood.

I use these examples because throughout the history of the Sisters, the "neighbor" was the one in need, often oppressed and on the margins of society, and the response of the Sisters was to never separate ourselves from the dear neighbor. This I think influences how we have carried out our mission at the Mount.

CONTINUING TO MEET COMMUNITY NEEDS

Let me illustrate. Mount St. Mary's College addressed a need that was not being met: in the 1950s we began the first baccalaureate liberal-arts based nursing program in California. In locating clinical sites, Sister Rebecca Doan identified an excellent one, but when she took the class to the hospital she was told that Vivian Burgess '52, an African-American student in that first class, was not welcome. She replied, "if all of us are not welcome, none of us are," and she found another site.

As we fast-forward to today, we realize that the Mount has responded to needs not being met in many ways: through the Doheny Campus, Weekend College, HOPE Program, Woman's Leadership Program, and through our focus on a multicultural population when we began with the theme, "Unity Through Diversity" approximately 12 years ago.

At that time, the College launched this project with the goal of becoming multicultural and addressing the relationship of culture and learning—again, a direct reflection of the charism of unity and reconciliation.

Who among our neighbors calls us to reconciliation and unity today? Who among our students needs a more welcoming environment? Do our policies and procedures promote unity and reconciliation among the diverse groups who are and will increasingly become our student population? Have we questioned traditional ways of delivering education to see if it is still the most excellent way of successfully educating these dear neighbors?

WELCOME WITHOUT DISTINCTION

As we apply the spirit of the Sisters of St. Joseph, another quote from our Constitution seems particularly applicable, "...we become more sensitive and responsive to the needs of others, especially the poor." This sensitivity calls us continually to reflect upon our curriculum, our assumptions, and our cultural understandings. The charism of the Sisters of St. Joseph calls us to respond to these new neighbors by creating an environment that welcomes without distinction.

We strive to provide an excellent education to these new groups, especially first-generation college-goers, building on the richness of their cultures and helping them to understand, appreciate and critique their own cultures, as well as Western culture.

Students coming from non-Western cultures hold values that may come into conflict with or are dissimilar to traditional Western values, but these values fit very well with our C.S.J. charism (for example, values emphasizing community, cooperation, family and spirituality). Students from various ethnic backgrounds flourish in the Mount's inclusive, non-threatening atmosphere.

These values all fit who we are. We are unifiers; we all—or should be—reconcilers.

Nearly 350 years ago, the first Sisters of St. Joseph were asked to "divide the city," going where there were needs, to love the "dear neighbor" and work to make the good news of Jesus a reality. Today, all of us at the Mount respond to the needs of our city and carry on the spirit of unity and reconciliation of the first C.S.J.s. Ⓜ

My Turn is an opportunity for readers to share their opinions on issues that pertain to the Mount, its mission, related issues or events. Submissions should be 750 words maximum. Mail My Turn *pieces to Managing Editor Jill Perry,* The Mount *magazine, 12001 Chalon Rd., Los Angeles, CA 90049-1599, e-mail jperry@msmc.la.edu or fax, (310) 954-4099.*

MONTELY WILLIAMS

Mount St. Mary's College President Sister Karen M. Kennelly accepts checks from the eight reunion classes totalling $39,549.

Alumnae Honored for Outstanding Accomplishments

Three Mount St. Mary's College alumnae were honored with Outstanding Alumnae Awards at the 72nd annual Founders Weekend Oct. 12 on the Chalon Campus. They were nominated by their peers and selected by an alumnae committee. To nominate a fellow alum for 1998, please use the form in this issue of the magazine.

Community Service: Mary Ann Penty Lee

Mary Ann Penty Lee '55 could spend her days sitting back and enjoying the view from her hillside home overlooking Alaska's Cook Inlet. Instead, she chooses to coordinate the Anchorage HIV/AIDS community outreach program and serve as a public health nurse.

Through her work, she has made a lasting impact on the community. Since the outreach program started in 1992 until this June, she tested 1,654 people, and only 35 tested positive. Gays and prostitutes trust her and cooperate when she shows up to draw their blood.

Lee is a nurse, an accountant for her husband's engineering firm and is extremely active in the community. In fact, she even helped former Alaska State Senator Arliss Sturgulewski in several political

(Continued on page 18)

ALUMNAE ARTISTS TAKE NOTE

Alumnae are invited to submit entries for the 1998 juried, all-media Alumnae Art Show March 17 to April 9 in the José Drudis-Biada Art Gallery on the Chalon Campus. Send a cover letter (include your graduation year) with visuals/slides by Jan. 15 to the Art Department, Mount St. Mary's College, 12001 Chalon Rd., Los Angeles, CA 90049-1599.

VOLUNTEER SOS

Volunteers are needed to Serve Our Students by helping create a career network in which alums share news about job openings. Information about positions for all levels of experience are needed because not only do young alums need entry-level jobs, but alumnae from various decades may be looking for a new job. If you know of an opening, call the Mount St. Mary's College Career Center, (310) 954-4136, e-mail: mlond@msmc.la.edu, or fax: (310) 954-4139.

(Continued from page 17)

campaigns and served as campaign treasurer for several years.

Lee earned a bachelor of science in nursing from the Mount and started her career as a public health nurse in Alaska when she and husband Harry moved there from Southern California.

While her children were growing up, Lee was a full-time mother. Later, she returned to school and earned a master's degree in public health.

Lee has received several community service awards including Employee of the Year from Anchorage for her outstanding work with the HIV counseling program. But her life-long involvement in her community extends beyond public nursing. She has been active in church activities, with the League of Women Voters, and in local and statewide political campaigns. She also sets aside time to make quilts for the Alaskan AIDS Assistance Association.

—Thelma Garcia Buchholdt '56

Professional Achievement: Sister Mary Joann Lindenfeld, C.S.J.

Can you imagine a college English class in which half the students are deaf? Believe it or not, it can be done, and Sister Mary Joann Lindenfeld's success with this class is a great testament to her professional risk-taking and talent. For her accomplishment-filled career, Lindenfeld was awarded the Outstanding Alumna Award for Professional Achievement.

After 42 years on the job, some teachers would be looking ahead to their retirement, but Lindenfeld '49 is jumping into new projects with great enthusiasm.

Take, for example, her research into instructional methodology for the deaf and her participation in an experimental class. From the hallway, her team-taught English Composition 151A classroom at Ohlone Community College in Fremont, Calif., looked typical. But when the two instructors began to teach, one in English and one in American Sign Language, something very dynamic took place. "The collaboration and communication between myself and the other instructor was just something that clicked. We knew from the beginning that we would work well together," Lindenfeld says.

Ohlone is just the latest stop in a distinguished teaching career. Lindenfeld has taught at various high schools and colleges throughout the state and has received awards and grants to her credit, as well as recognition from peers and students for innovation and teaching excellence. Yet, she modestly acknowledges her most recent accolade by saying, "Every Sister of St. Joseph could be getting this award for her life of intelligent and compassionate service. I receive this award in the name of all of us."

Lindenfeld received both her bachelor's and master's degrees from Mount St. Mary's College, and went on to study at Oxford University.

She credits the Mount for shaping both her professional and life choices. "The knowledge and experiences gained in classes and co-curricular work helped me recognize the best over the better, the creative over the merely adequate. The professors had an expectation of excellence. They wouldn't put up with second rate stuff, and we knew it."

—Kelly Kester-Smith '88

Service to the College: Claudia Ruiz

Just as a love of the Mount runs in the Ruiz family, so, too, does a desire to do volunteer work for the College.

All four of Jeanne Redell Ruiz' daughters attended her alma mater and have been active volunteers.

One who has gone above and beyond what her mother ever expected was Claudia Ruiz '87 who was named the Outstanding Alumna for Service to the College.

In describing her daughter, Jeanne '63, who received the same award in 1973, said Claudia has always volunteered.

Claudia earned a bachelor's degree, a master's degree and a special education credential from the Mount and has been teaching kindergarten at Lassen Elementary School for 11 years.

While in College, Claudia was Associated Student Body publicity co-chair her sophomore year. As a junior, she served as ASB vice president and one of her responsibilities included serving on the Alumnae Association Board as the student representative.

Once a bona fide alum, Claudia served as a trustee on the Alumnae Association Board, budget analyst, board president and chair of the annual scholarship benefit.

Why give so much time to the Mount? The former Sr. Dolorosa Award and Mount Alumnae Scholarship recipient, says her motivation is "to give back to the College for the quality education I received. I am grateful for all of the opportunities I have been given and appreciate the experiences of my Mount education."

—Patricia Dominguez Ellis '81

Alumnae Association Q and A

The Office of Alumnae Relations answers some frequently asked or timely questions about the Alumnae Association.

Q. How are the Outstanding Alumna Awards selected?

A. A nomination can be made by any alum or community person by using the Nomination Form at right.

Each nominated person must then accept the nomination by completing a Questionnaire Form.

A selection committee, chaired by the vice president of the Alumnae Association, is formed.

Nominations remain in the selection system for five years. Each active nomination is read and ranked by each member of the committee.

The selection committee meets and makes its decision on each category by July 1st.

Q. Why do I receive so many requests for money?

A. The Annual Giving office conducts the Annual Fund Campaign each year from July 1st to June 30th.

The first solicitation letter is mailed in September and is followed up with the student phonathon in October. Those alums who respond quickly may not receive any other requests. Those who do not respond or choose to give at a later date may receive up to three more reminders (in November, February and May).

The MSMC Outstanding Alumnae Awards Nomination Form

The 18th annual Mount St. Mary's College Alumnae Awards will recognize the accomplishments of outstanding alumnae. You are invited to submit nominations in any of three categories (copy this form if necessary). Choose the category for which your nominee best qualifies, nominating each person for one award only. If you have questions about the nomination process or specific categories, please contact the Alumnae Office at (310) 954-4087. Nominations must be submitted by **March 27, 1998**.

CATEGORIES

- **Community Service Award**—honors alumnae who have volunteered time and talent to their communities through support of civic, philanthropic or social welfare organizations.
- **Professional Achievement Award**—honors alumnae with distinguished career accomplishments.
- **College Service Award** – honors alumnae whose volunteer efforts to the College have enriched the depth and stature of MSMC.

NOMINEE

Name _____ Class of _____

Address _____

City _____ State _____ Zip _____

Day Phone (_____) _____ Evening Phone (_____) _____

SUPPORTING EVIDENCE

For all awards, please attach a statement of recommendation which addresses any items A through G; additional letters or articles of support are encouraged, but not required. Any information concerning the following categories applicable to the award will be helpful to the nominating committees:

A. Career Highlights
B. Community Service
C. College Service
D. Publications
E. Honors and Awards
F. Professional Organizations (list positions held)
G. Education

NOMINATOR

Name _____ Class of _____

Day Phone (_____) _____ Evening Phone (_____) _____

Please return this completed form and attachment to:
The Alumnae Office
Mount St. Mary's College
12001 Chalon Rd. • Los Angeles, CA 90049-1599

The selections will be made by a committee comprised of: the alumnae board president, vice president, past president and a board member at large, an alumnae staff member and alumnae from each quarter of the Mount's 72-year history.

'55

Betty Boyd Zigler studied at Syracuse University last July thanks to a National Endowment for the Humanities grant.

'57

Emma Apodaca Cervantes received the Philip J. Leyendecker Agriculturist of Distinction Award from the College of Agriculture and Home Economics at New Mexico State University. Cervantes is the first woman to be honored with this award.

Nora Martin Hepp and her husband celebrated their 40th anniversary in May. Hepp is still working full time, but hopes to slow down in 1998 to enjoy her 12 grandchildren.

'59

Mary LeMaster Thomsen began a private practice in psycho-dynamic psychotherapy in Los Angeles. She is in practice with her husband, who is a psychiatrist and psychoanalyst.

'60

Sister Carol Anne O'Marie C.S.J., was awarded the Faith and Service Award by Kappa Gamma Pi for her work with the needy in Oakland. The award is given to an outstanding non-Kappa who exemplifies leadership in local and national church or community affairs and demonstrates Kappa's goal of faith and service.

'66

Sister Carol Brong C.S.J., director of the Mount St. Mary's Learning Resource Center, was certified as a "Developmental Education Specialist" through the Kellogg Institute for the Training and Certification of Development Educators at Appalachian State University. Brong is among fewer than 400 professionals in the field to have earned this certification.

Alene Marie Finn Griffin was elected chapter president for the Los Angeles area of Kappa Gamma Pi.

Since October 1996, **Carol Wetzel Lachapelle** has been self-employed as an independent medical case manager, working primarily on workers' compensation cases. Through her company, Innovative Disability Management, she facilitates workers' medical treatment and their return to work.

'70

Currently teaching third grade at Kiva Elementary in Scottsdale, Ariz., **Sidney Wilson Wigle** and her husband recently traveled to Hawaii, where they visited with **Lorraine Sawai Noda** '70.

'73

Kathy Sweet Palma is the music director for St. Euphrasia School and Church in Granada Hills, where she directs a 40-voice Children's Choir and directs and choreographs the annual Christmas program. She spends her spare time enjoying her husband of 24 years and their seven children.

'76

Laura Singerman Fox earned a masters in nursing from California State University, Dominguez Hills, in May 1997. She is a parent-child clinical nurse specialist.

'78

Colleen O'Leary-Kelley was elected 3rd vice president of Kappa Gamma Pi, a national Catholic honor society.

'90

Still recovering from a series of strokes and mini-strokes, **Sophia Herrick Castro** is in good spirits, "feisty as always," and finding it hard to pace herself – which is a very good sign for her rehabilitation, she says.

'93

Lettrice Cathey is thankful to Sr. Teresita Espinosa, Sr. Maura Jean Parsons and others for supporting her through her diagnosis and treatment of polymyositis, a muscular disease. After enjoying a three-year remission during which she finished her Mount degree, taught, and pursued an avocation in music, she is now taking a leave from work to volunteer for the Arthritis Foundation and continue her recovery.

Lynnda Womack accepted a new position as director of credentialing at CareFirst, an IPA group in Arlington, Texas.

'95

Yolanda Brooks McRae is working on her master's degree in psychology at Regis University in Colorado.

'96

Maria Pollia will teach part-time at Immaculate Heart High School and continue as campus minister at Occidental College.

Ellie Ragonese is teaching at Flintridge Sacred Heart Academy.

Vital Statistics

TWO BY TWO

The Alumnae Association extends best wishes to this alumna and her spouse:

'97 Jenni Yacawych to David Notowitz

BY-LINES

The Alumnae Association extends congratulations to these alumnae and their spouses on the births of their children:

'78 Morgan Jeremy Weibel to Alice Del Rosario, 1st child
'83 Fernando Ernesto to Lillian Calderon Estripeaut, 2nd child, 1st son

REQUIESCANT

Your prayers are requested for the repose of the souls of:

'46 Lyla Burrows Goodale
'48 Mary Alice Webb
'58 mother of Dorothy Richardson Gansel
'61 mother of Beverly Marsden Birner
'73 Cathy Moore

They will be remembered in the Masses, prayers and good works of the Sisters of St. Joseph.

BOARD OF TRUSTEES

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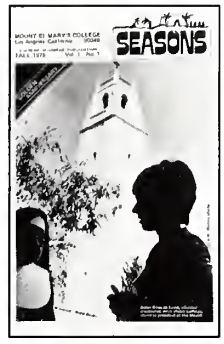
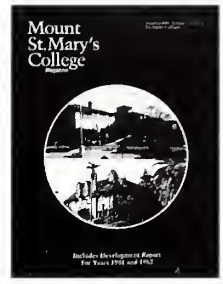
A Look Back





THE MOUNT
Mount St. Mary's College Magazine • Los Angeles • Winter 1997
Outstanding Alumnae Awards
Woman of the Year
Climbing with Confidence
Weekend College Anniversary

Our New Year's Gift to You

Hopefully you have noticed a difference in the Mount St. Mary's College magazine this issue. Not only has the name changed to *The Mount* to reflect the affectionate nickname alums use for their alma mater, but the articles and design of the magazine are new also.

The magazine staff and new design team, Hutson San Luis, met with alumnae, faculty, staff and administrators to discuss how this publication can better reflect the mission of the College and readers' desires. This has led us to create a magazine that has better organization, greater diversity of artwork and more features about individuals—especially alumnae.

Thanks to these meetings, the magazine staff also developed a new mission statement for the magazine: The quarterly magazine, *The Mount*, is the principal form of communication between Mount St. Mary's College, Los Angeles, and its alumnae, parents, employees, donors and friends. Each issue of *The Mount* is reflective of the four key values at the heart of the educational experience at the College: intellectual rigor, compassionate faith, individual leadership and dedicated service. The magazine provides news, features and thoughtful commentaries that focus on the personality of this two-campus, Catholic, women's liberal arts institution offering a values-based education in a culturally diverse atmosphere where attention is placed on leadership, student support services and community outreach.

As you can see, this latest metamorphosis of the magazine is another step in the growth of Mount publications. Many alums may remember the first printed publication that officially provided campus news, *Inter Nos*, which began in the 1930s. Then came *Alumnae Echoes*, which started in 1953 and was replaced by *Seasons* in 1975. The newsletter then grew into the *Mount St. Mary's College Magazine* in 1982.

We invite your questions and comments on the new magazine, as well as any suggestions for articles. Please send letters to the editor to: Jill Perry, Managing Editor, *The Mount* magazine, 12001 Chalon Rd., Los Angeles, CA 90049-1599. Or you can send e-mail letters to jperry@msmc.la.edu.

SAVE THE DATE

January

Saturday, Jan. 10
New Year, New You!
9 a.m. to 1 p.m. • Doheny Campus
Partake in workshops that will help energize you for 1998.
Alumnae Relations, (310) 954-4087.

Jan. 27 - Feb. 21
Art Exhibit: "Figurative Show"
Reception: 1 to 3 p.m. Jan. 25
José Drudis-Biada Art Gallery, Chalon
Exhibit will feature 2- and 3-dimensional works by
Los Angeles artists. Art Department, (310) 954-4361.

February

Saturday, Feb. 21
Angels from the Vatican
1:30 p.m. • Armand Hammer Museum
Contact Alumnae Relations for reservations
at (310) 954-4087.

Federico Fiori's "The Annunciation," 1592–84, oil on canvas from the Vatican Museums.

March

March 17 - April 9
Alumnae Art Exhibit
Reception: 1 to 3 p.m. March 15
José Drudis-Biada Art Gallery
To RSVP, contact Alumnae Relations at (310) 954-4087.

Thursday, March 19
Siena Day • 1 p.m. • Doheny Campus

Siena Day 1997

Saturday, March 28
"Women Connecting Women" Annual Conference
9 a.m. to 3 p.m. • Doheny Campus
"A Reason to Hope" is the theme for this conference
which will bring women together to pray, talk and search.
For registration call the Religious Studies Department at (213) 477-2640.

Center for Cultural Fluency
Conference for Los Angeles Teachers • Doheny Campus
Call the Center for details: (213) 477-2533

April

Thursday, April 23
Dedication of the Sister Magdalen Coughlin Learning Complex • Doheny Campus
Just in time for National Library Week, the College will dedicate the newly constructed Coughlin Complex with a day of activity. The dedication ceremony and a related book fair are free and open to all alums, employees, friends and supporters of the College. A dinner in the evening is also open to all supporters, but dinner tickets will be required. Well-known authors will be seated at tables with the guests and an author will serve as the guest speaker. Institutional Advancement, (310) 954-4090.